USING TEXT FEATURE WALK TO HELP STUDENTS COMPREHEND EXPOSITORY TEXTS

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Abstract: In this study, the focus of investigation was on the students' comprehension on expository text. Specifically, this study was aimed to find out whether or not there was a significant difference in the students' reading comprehension before and after they were taught by using Text Feature Walks. The population of this study was the eleventh grade students of one of the state senior high schools in Palembang, South Sumatera, Indonesia. The sample was twenty nine students that were taken as the sample by using population-single technique. This study used pre-experimental method, one group pre-test post-test design. The instrument used for collecting the data was a reading comprehension test. The result of the study showed that the use of Text Feature Walks could significantly increase the students' reading achievement.

Key words: *reading comprehension, expository texts, Text Feature Walk*

Reading needs comprehension (Durkin, 1978/1979). Comprehension is defined as the result of getting the meaning in reading. According to Duran (2013), reading and comprehension are associated to each other like cause and effect relation. When reading, people must set their purpose to get the comprehension; it is when people can read and understand what they are reading (Fiala, 2008). Moreover, Wassman and Rinsky (2000) explain that to be an effective reader, high reading proficiency is required to comprehend the information of printed materials. Thus, becoming an effective reader means the reader has reading skills and knows how to use them effectively.

In Indonesia, the teaching of reading for senior high school which is based on the School Based Curriculum (Kurikulum Terpadu Satuan Pendidikan 2006) is to make students comprehend the reading texts which include descriptive, narrative, anecdote, and expository. In this study, the focus was on the expository text. In an expository text, accurate information ranging from the general to the specific one is provided (Burke, 2000). According to Ephraim (2009), expository texts are classified into three basic genres: biography, autobiography, and information book which usually contain text features, such as index, glossary, sidebars, headings, charts and graphs and maps**.** Expository texts are written to convey, describe, or explain non-fictional information (Bodycott, 1997).

Considering the characteristics of the expository text and its text features which usually contain the primary idea of the text, the writer focused her study on teaching students expository text by maximizing the use of the text features. One of the techniques that can be used is *Text Feature Walks*. According to Kelley and Clausen-Grace (2010), Text Feature Walks is a technique that almost similar to Picture Walks; it maximizes the use of

part of the story which is not the main body such as table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams. Kelley and Clausen-Grace (2008) explain that text features are mostly important because the contents of the concept can only be found in the text features. Text features in reading help students use their predictions in detail and increase their predictions of the text, thus it can upgrade their reading comprehension (Lubliner, 2001). As Kelley and Clausen-Grace (2008, p. 22) argue, "doing a Text Feature Walks provide students with the opportunity to make a predictions related to the text they are reading".

According to Akhondi, Malayeri, and Samad (2011), text features make it easier for students to find and manage the important information in the text. Akhondi et al. (2011) further state that presenting information in the form of text features helps students hold each bit of information in their short-term memory and they then can process it or connect it to background knowledge and store it in their long-term memory.

The results of the previous studies applying Text Features showed that this strategy did enhance reading comprehension and subsequent learning of most students. For example, the study done by Bademan (2009) which focused on the use of Text Features in Science, Social Studies, and Reading Classes showed that there were improvements in the comprehension of low-level readers and standard-level readers and it helped increase students test scores. Another study done by Hanson and Padua (2010) also found that the students who were continuously being taught by using Text Features become strategic readers; students also used their knowledge of Text Features and applied the ideas they got to their writing. Furthermore, Dickson, Simmons, Kame'enui (1995) who conducted the similar study also found out that when students gained understanding of how to use text features and text

structure as a strategy, their reading comprehension was improved.

In relation to the use of Text Features as a teaching strategy, this article reports the result of an investigation that aimed to answer whether or not there was a significant difference in students' reading comprehension before and after they were taught by using Text Feature Walks.

READING COMPREHENSION

Reading comprehension is the process of understanding the printed words to find information. The RAND Reading Study Group (RRSG) (2002, p. 11) states, "comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". According to Pikulski and Chard (2005), constructing meaning - which involves putting words into meaningful thought units, making inferences, relating information being derived from the text with background knowledge, and responding critically to the meaning that is constructed - always requires attention. It means that in acquiring reading comprehension, readers as the main factor have to be able to understand text, task and context variables.

According to The National Reading Panel (2000), reading comprehension has three main themes. The themes are as follows:
1) Reading comprehension is the cognitive process that combines the understanding of vocabulary learning, instruction and its development
2) Active interactive processes are necessary to the development of reading comprehension.
3) The preparation of teachers is really important to facilitate the development of reading comprehension.

From the three main themes of the reading comprehension, it can be concluded that reading comprehension is skill that needs exercise and the class students and teacher activeness in class is important for having a good reading

comprehension.It is worth saying that comprehension is the important part of reading. Having a good ability in comprehending the text they read will contribute to students' study and their life.

TYPES OF READING COMPREHENSION

Reading comprehension is defined as the process of simultaneously extracting and constructing meaning (Sweet & Snow, 2003). Specifically, reading comprehension is the ability to understand information in a text and interpret it appropriately (Grabe&Stoller, 2002). Lapp and Flood (1986) state that comprehension has three levels: (1) literal comprehension (reading on the lines), (2) inferential comprehension (reading between the lines), and (3) critical comprehension (reading beyond the lines). Specifically, reading comprehension is the ability to understand information in a text and interpret it appropriately (Grabe&Stoller, 2002).

Lapp and Flood (1986) state that comprehension has three levels: (1) literal comprehension (reading on the lines), (2) inferential comprehension (reading between the lines), and (3) critical comprehension (reading beyond the lines). In the literal level, the comprehension involves the essence of text. According to Mohamad (1999), at this level, the readers are required to understand the ideas and information like what the author is actually saying. Furthermore, Mohamad (1999) explains that in the inferential level, the readers are expected to draw conclusion or inference from the statements that are implicitly stated in the text.

Comparing literal comprehension and inferential comprehension, Herber (1978, as cited in Hamra&Syatriana, 2012) states that literal level of comprehension provides the most important information, while inferential level observes the relationship of information then inferences are made based on the relationships. In the critical comprehension, Mihandoost, Habibah, Sharifah, and Rosnaini (2012)

illustrate that the readers are expected to have evaluative judgments and reasoning to form new ideas from the information provided in the text. Therefore, what indicates people as good readers is that they have high confidence to control word meaning, phrases, and sentences to get appropriate meaning from the texts.In addition, Berry (2005) also proposes the level category of reading comprehension as follows:

Literal level

Literal level, is the most obvious comprehension level. This level involves surface meanings. Literal level is a level where the readers would have not to understand all the meaning but only recall the information in text. According to Berry (2005), at the literal level, the students are looking at what was written by an author at *"facevalue"*; little interpretation is needed at this level. In addition, students are building the knowledge, but not to command it at this level.

Interpretive level

According to Berry (2005), at this level, the students are attempting to understand what the author meant by what s/he said in the story, paragraph or textbook. Interpretive level shows students' attempt to understand that they memorized at the literal level of comprehension. Mohamad (1999) says, at this level, teachers can ask more challenging questions such as asking students to re-arrange the idea, explain the purpose, summarize the main idea, and make the conclusion.

Applied level

Applied level is a level when the students can criticize the text and start to analyze their understanding. Berry (2005) states at this level, the students are reading between the lines and then examining the message from the author and attempting to apply that message to other settings. Berry (2005) further explains that at this level the students are able to write their opinion about the text and explain briefly about the content of the text.

In conclusion, according to Berry (2005), generally, there are three types/level of reading comprehension. The first level is literal, and at this level students get information only by recalling the information of the text.

The second level is inferential/interpretive level; at this level student conclude the text by what the author's saying. The last level is, critical/applied level and students at this level are more critical, they are become more evaluative of the information provided in the text.

THE IMPORTANCE OF READING COMPREHENSION FOR EFL/ESL LEARNERS

The importance of reading English for EFL language learners can not be overemphasized. It is widely recognized that reading is one of the most important skills for ESL/EFL learners to master. As Anderson (2003) states, the mastery of reading skill could help ESL/EFL learners achieve success not only in English learning but also in other content-based classes where English reading proficiency was required. Reading has played a crucial role in overall development in language skills and even in academic success for decades (Cochran, 1993). Reading is one of the important skills for learners to expand their knowledge of the language, cultures, and the world. Learners can get more information that they need through reading different materials, such as magazines, newspaper, novels, books, journals, and so on. With strengthened reading skills, EFL readers will make greater progress and attain greater development in all academic areas. Among these reading skills, appropriate reading strategies will facilitate learners' reading comprehension, especially for L2 readers.

Hedge (2003) also states that since extensive reading helps in developing reading ability, it should be built into an EFL/ESL programs. Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home. Moreover, Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English, building a knowledge of language which will facilitate reading ability, and building schematic knowledge.

TEXT FEATURE WALK

There are many reading strategies in helping struggling students to achieve the reading comprehension such as games, pre-reading, repeated reading, quantum reading, and many more. Ruddell (2009, as cited in Kelley & Clausen-Grace, 2010) recommends these following three things for reading strategies: (1) give students chance to communicate with the text, (2) intentionally lead the students while they read in the text, and (3) assist student to make connection to their reading and the content learning. One of the reading strategies that does these three things is the Text Feature Walk (Kelley & Clausen-Grace, 2010).

The Text Feature Walk is a technique that follows a protocol similar to the Primary Picture Walk. Kelley and Clausen-Grace (2008, as cited Kelley & Clausen-Grace, 2010) state,

> When students enter the intermediate grades, they are required to read more textbooks and informational texts to learn, but reading textbooks and informational texts can be difficult for students due to the higher level vocabulary and concept-dense content. In addition to these complexities, expository nonfiction also contains numerous text features that supplement and present important content that the student must read in order to fully comprehend

As Kelley and Clausen-Grace (2008) describe, as students enter higher grades, they will find more complicated vocabulary and complex content in textbooks and informational texts. The students are also required to comprehend expository texts and reading the text

features in the expository text will help students to catch the significant information so that they can completely understand.

Fountas and Pinnell (2006) assert that Text Feature has five categories. They are:

1. Text divisions. They help readers identify how the text is organized and presented. Some examples include chapters, sections, introductions, summaries, and author information.
2. Organizational tools and sources of information. These help readers understand the information. Some examples are titles, table of contents, index, headings and subheadings, glossary, pronunciation guide, and references.
3. Graphics. It contains information that makes readers easier to understand because of its visual representation, or enhances what was written in the text. Some examples of graphics are diagrams, charts and tables, graphs, maps, labels, photographs, illustrations, paintings, cutaway views, timelines, and captions.
4. Font size or formatting style. These include boldface, italic, or a change in font signals the reader that these words are important.
5. Layout. They help readers to point important information. Some examples are insets, bullets, and numbers that point readers to important information.

The study done by Hanson and Padua (2010) and Fountas and Pinnell (2006) found that the five categories of the Text Feature Walk is mastered by students after they were having the reading comprehension class by using Text feature Walks technique. The results show that by using Text Feature Walks, the students activate their prior knowledge, make predictions, and set a purpose for reading.

THE TEACHING OF EXPOSITORY TEXT AT SENIOR HIGH SCHOOL IN INDONESIA

Based on the 2006 curriculum syllabus (see Appendix B), the second year of senior high school are expected to be able to identify the generic structure of two genres of exposition texts, they are *analytical exposition* and *hortatory exposition*. Analytical exposition is one classified type of hortatory exposition in the text genre.

Both analytical exposition and hortatory exposition present argument for supporting the issued thesis. What makes them different from one to each other is the last stage of the text, which the analytical exposition will end with reiteration. On the other hand, hortatory exposition will close with recommendation. Analytical exposition will try to influence the reader by presenting some arguments to prove that the writer's idea is important. Furthermore, hortatory exposition will try to persuade the reader how should or should not do concerning the writer's idea.

The Generic Structure of Analytical Exposition

The generic structure of analytical exposition has three components: Thesis, arguments and, reiteration (Sundayana, 2007).

1. Thesis

Thesis is introducing the topic and indicating the writer's position or it is the main topic of discourse in analytical exposition.

2. Arguments

Arguments is explaining the arguments to support the writer position, the arguments are the heart of an analytical exposition and explaining the other arguments support the writers position more. Arguments are some points of pro and con about statement. They also called as arguments for and argument against. Both of the groups elaborate the issue.

3. Reiteration

Reiteration is restating the writer's position or it is the writer's thesis, which is re-stated in another word. The purpose is to strengthen the thesis.

The following is the example of analysis of generic structure of an analytical exposition text.

Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.
Source
:http://www.englishdirection.com/

Here is the analysis of the text based on the generic structure of analytical exposition.

a. Thesis:
Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

➔ This text is as a thesis, because this text tells us about the introducing of the topic or this is the main topic of the discourse or as an issue.

b. Argument:
Argument 1,
Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Argument 2,
Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

Argument 3,
It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

➔ This text is as arguments, because the text is explaining about the argument to support the writer's position.

c. Reiteration:
Therefore, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

This text is as reiteration, because the text tells us about restating the writer's position.

The Generic Structure of Hortatory Exposition

The generic structure of hortatory exposition has three components : Thesis,

arguments, and recommendation (Sundayana, 2007).
1. Thesis
   Thesis is announcement of issue of concern.
2. Arguments
   Arguments are reasons for concern, leading to the recommendation.
3. Recommendation
   Recommendation is a statement of what ought or ought not to happen.

The following is the example of analysis of generic structure of a hortatory exposition text.

Watching TV

Is it important to know what your kids are watching? Of course it is. Television can expose your children to things that you have tried to protect them from, especially violence, drug abuse, etc.

One study demonstrated that watching too much TV during the day or at bedtime often causes bedtime resistance, sleep onset delay and anxiety around sleep, followed by shortened sleep duration. Another study found a significant association between the amount of time spent watching television during adolescence and early adulthood, and the like hood of subsequent aggressive acts against others. Meanwhile, many studies have found an association between kids watching a lot of TV, being inactive and overweight.

Considering some facts above, protect your children with some following tips:
1. Limit television viewing to 1-2 hours each day.
2. Do not allow your children to have a TV set in their bedrooms.
3. Review the ratings of TV shows that your children watch.
4. Watch television with your children and discuss what is happening during the show.

Source: http://najmimaulana.wordpress.com/

Here is the analysis of the text based on the generic structure of hortatory exposition.

a. Thesis
Is it important to know what your kids are watching? Of course it is. Television can expose your children to things that you have tried to protect them from, especially violence, drug abuse, etc.
→ This text is a thesis because the writer will announce about issue that must be concern.

b. Arguments:
Argument 1
One study demonstrated that watching too much TV during the day or at bedtime often causes bedtime resistance, sleep onset delay and anxiety around sleep, followed by shortened sleep duration.

Argument 2
Another study found a significant association between the amount of time spent watching television during adolescence and early adulthood, and the like hood of subsequent aggressive acts against others.

Argument 3
Meanwhile, many studies have found an association between kids watching a lot of TV, being inactive and overweight.
→ These texts are arguments because in the sentences the writer writes about the reasons why parents should monitor what they kids watch.

c. Recommendation
Considering some facts above, protect your children with some following tips:
1. *Limit television viewing to 1-2 hours each day.*
2. *Do not allow your children to have a TV set in their bedrooms.*
3. *Review the ratings of TV shows that your children watch.*
4. *Watch television with your children and discuss what is happening during the show.*

➜ This paragraph suggests what parents should do in order to control their kids in watching TV.

EXPOSITORY TEXT

Expository text is written to inform the reader about a specific subject. Expository texts have their own unique structures that are different from those of narrative text, and most students, regardless of their reading ability, struggle at times with expository text (Vacca, 1998). Expository text contains vocabulary that is both challenging and new, words are often outside students' everyday knowledge (e.g., condensation, velocity), topics are ones students have never experienced personally (e.g., volcanoes, outer space, Amazon rainforest), and unlike narrative text that has one structure, exposition has many structures (e.g., cause–effect, compare-contrast) (Dymock& Nicholson, 2010).

Expository text contains an explicit or implicit topic sentence with the main idea and the supporting ideas. These ideas are organized into text structures. Text structures are author's arrangements or organizations of ideas in text. These organizations or patterns include listing of ideas, sequencing of ideas according to a time order, comparing and contrasting ideas, describing characteristics of ideas, discussing causes and effects of ideas and addressing the problems certain ideas present as well as their solutions (Gordon, 1990). Moss (2004) says that structures like sequence and comparison and contrast tend to be easier for students to grasp, while description, cause and effect, and problem and solution are more challenging.

According to Meyer, Brandt, and Bluth (1980), a writer usually provides key or signal words that identify the structure of a paragraph. For example, a paragraph organized into a sequence states its main idea in the topic sentence, and to support the main idea the author sets out details in a specific order that carries the correct meaning of the text. Key or cue words include first, second, third, etc., plus next, then, finally, last, after that, etc. Davey (1983) further states that if a reader knows how to use the author's structure, the reader is more likely to build a coherent model of text, the better organized the text, the more apparent will the structure be for the reader's use. For example, if a reader is cued by the passage that the text presents a sequence, prior experience with sequence leads the reader to anticipate and search for a time order during the reading.

METHODOLOGY

This study applied one-group pretest-posttest design. Creswell (2005, p. 160) states, "this design includes a pre-test measure followed by a treatment and a post test for a single group". From that statement, there was no control group in this study. The sample was observed at two points, one before the treatment and one after the treatment.The population and also the sample of this study was the eleventh graders of SMAN 3 Palembang (class XI IPA 1). There were 29 students. It was suggested by English teacher most of the students had poor English achievement, especially in English reading comprehension and also to make the study more focus.

In collecting the data, a reading comprehension test was given at the beginning (pre-test) and at the end (post-test) of the treatment. As Weir (1983) states, reading comprehension test items is intended to test the understanding of the conceptual meaning from the text; main idea, detail, sequence inference, cause and effect, and vocabulary mastery. In accordance with the statement, the writer gave the students a reading comprehension test which included the six aspects of reading comprehension: main idea, detail, sequence, cause and effect, vocabulary and inference.

There were 40 questions of reading comprehension in the form of multiple choices. These questions were checked their validity. The test was also reliable, with the reliability coefficient 0.936.

Paired Samples T-test was applied to examine whether or not there was

significant difference in achievement between the result of pre-test and post-test.

RESULTS AND DISCUSSION

Normality Test

Normality test was done to know whether or not the data that was analyzed had normal distribution. In analyzing the normality of the pretest and posttest scores of reading comprehension test, the writer used one sample Kolmogorov-Smirnov test. If the significance is > 0.05, the distribution of sample in the population is normal. It was found out that the p- value was .151 for pre-test data and .687 for post-test data. The results suggest that the test distributions were considerably normal.

Paired Sample t-test

Paired sample t-test was applied to compare the mean score of pre-test and post-test of the students' reading comprehension in expository texts. The result of statistical analysis for the paired sample t-test is presented in Table 1.

Table 1
Paired Sample Statistics of Students' Pre-test and Post-test Scores in Reading Comprehension Achievement (N=29)

	Mean Score	Mean Dif	Sig. (2 tailed)
Pretest	58.88	25.43	.
Posttest	84.31		000

The result of paired sample t-test showed that the mean score of post-test was higher than the mean score of pre-test. The mean score for pre-test was 58.88, while the post-test mean score was 84.31. Table 1 also shows that mean difference between pretest and posttest was 25.43, and the p-value was .000, suggesting that the mean difference was significant.

Based on the results of the pre-test and post-test and the paired sample t-test, it can be concluded that teaching reading comprehension of expository text by using Text Feature Walks has a significant effect on students' reading comprehension. Specifically, the result of the data analyses of the students' comprehension in reading expository texts showed that there was an increase in the mean score of the post-test. It means that the strategy used in this study could help students in comprehending the expository texts. In addition, the result of the paired sample t-test, which was conducted to see whether there was significant difference between the result of the pre-test and post-test of reading comprehension achievement in expository texts, showed that the mean difference for the pre-test and post-test was significant which was supported by the *p*-value that was less than .05.

This finding is in line with the result of the previous studies, as previously mentioned in the background of the study, the previous researchers (Dickson, Simmons, Kame'enui, 1995; Bademan, 2009; Hanson and Padua, 2010) who applied Text Feature Walks strategy found that it could help students increase their reading achievement.

It can also be interpreted from the writer's teaching experience in the classroom that the Text Feature Walks strategy gave meaningful contribution for students in enhancing their motivation to read and to answer the reading comprehension exercises. These could be seen from their active involvement in answering the reading exercises before during the learning process. The class atmosphere also changed when this technique was applied by the writer. At first, the students were so passive in answering the brainstorming questions about the reading text, but after this technique was applied to them, they showed an interest; they read more about the text and put an effort to find out the correct answer of the reading test. It is likely that the teacher use the same technique in teaching reading, so when the writer apply a teaching technique like Text Feature Walks strategy, it made the students so excited. It is appropriate with the result of study done by Syatriana and Hamra (2010), they found out that a good

method in teaching reading effectively improves the students' motivation in reading and it can enhance the reading achievement of the students.

In conclusion, it could be interpreted that Text Feature Walks strategy is very helpful for students in enhancing their reading comprehension achievement on expository texts.Moreover, Text Feature Walks strategy, which cover six aspects of reading comprehension, can help the students handle the questions of expository texts with success. Thus, Text Feature Walks strategy can be used as one of the strategies in teaching the readingcomprehension, especially in teaching expository texts for the eleventh grade students.

CONCLUSION AND SUGGESTIONS

Based on the results of the pre-test and post-test and the paired sample t-test, it can be concluded that teaching reading comprehension of expository text by using Text Feature Walks has a significant effect on students' reading comprehension. Specifically, the result of the data analyses of the students' comprehension in reading expository texts showed that there was an increase in the mean score of the post-test. It means that the strategy used in this study could help students in comprehending the expository texts. In addition, the result of the paired sample t-test, which was conducted to see whether there was significant difference between the result of the pre-test and post-test of reading comprehension achievement in expository texts, showed that the mean difference for the pre-test and post-test was significant which was supported by the p-value that was less than .05. This finding is in line with the result of the previous studies, as previously mentioned in the background of the study, the previous researchers (Dickson, Simmons, Kame'enui, 1995; Bademan, 2009; Hanson and Padua, 2010) who applied Text Feature Walks strategy found that it could help students increase their reading achievement.

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Some suggestions were drawn based on the conclusion. First, It is suggested that the teachers of English at SMA N 3 Palembang apply various teaching techniques in the classroom. Text Feature Walks strategy, as one of methods in teaching reading especially expository text, can be applied. In addition, it can

also motivate students to be more active during the teaching and learning process. The teachers can apply this technique to a big class because this technique is very good for class with more than 30 students.

Second, those who are interested to conduct a similar study in the future can have more samples of participants. Moreover, the writer also suggests the next researcher to us other kind of texts such as narrative or descriptive texts and to get involved, not only for eleventh grade senior high school students.

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